# ISN Instructional Support Network

*The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.*

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**EVERY CHILD**
**PROFICIENT & PREPARED FOR**
**S U C C E S S**
KENTUCKY DEPARTMENT OF EDUCATION

November 2013
No. 3

## *WEBCASTS*

### Superintendents

The most recent superintendents' webcast was Wednesday, Nov. 6, from 3 to 4 p.m. EST. The webcast addressed a budget update, the Growth component of the assessment system, the National Institute of School Leadership, the superintendent's role in the Principal Professional Growth and Effectiveness System, and an update on the Superintendent Professional Growth and Effectiveness System Steering Committee/ASSIST tools for superintendent effectiveness.

As always, the webcast was recorded and can be accessed at http://education.ky.gov/CommOfEd/web/Pages/default.aspx.

### ISN Monthly

The Oct. 25 ISN Webcast has been archived. To find the webcast and accompanying PowerPoint presentation, go to http://education.ky.gov/school/Pages/ISN-Webcasts.aspx.

The November ISN Webcast is scheduled for **11 a.m. EST Nov. 15**.

### CIITS

The Oct. 24 CIITS Webcast has been archived. To find the webcast and accompanying Power Point presentation, go to http://education.ky.gov/districts/tech/ciits/Pages/CIITS-Training.aspx

### PGES

PGES webcasts occur monthly. Webcasts include current implementation information, updates and resources for CIITS/EDS, and frequently asked questions from the field. All live webcasts are viewed via mms://video1.education.ky.gov/encoder3a. All archived KDE webcasts can be found on the KDE Media Portal.

## *UPDATES*

### Kentucky Board of Education (KBE)

The KBE will meet Dec. 4. The Office of Next-Generation Learners will be providing an update on the Professional Growth and Effectiveness System (PGES) policy considerations in preparation for the first read of the regulations outlining the PGES at the February 2014 KBE meeting.

KBE meeting information can be found at http://education.ky.gov/KBE/meet/

### Unbridled Learning
**Standards**

As we begin to roll out the Next-Generation Science Standards (NGSS) across the state of Kentucky, the connection between formal and informal science education needs be recognized as an important relationship that can foster collaboration and lead to outcomes that increase student learning of the world around them.

*Education Week* (2011) published a special report, *Science Learning: Outside the Classroom* (www.edweek.org/go/ScienceReport), suggesting that an informal science movement was building momentum in the U.S. This report recognized various venues in which informal science education, such as exploration, competitions, gaming and simulations, and discovery play, can enhance formal science education. These and numerous other science learning opportunities frequently occur outside of the classroom. Greater effort to collaborate and connect with informal education providers at the time of the NGSS rollout in Kentucky can only enhance our efforts to move students toward the goal of being scientifically literate individuals.

Numerous informal education opportunities across the state of Kentucky support students, teachers and districts in science and STEM education:
• museums and historical centers
• public libraries
• zoos
• parks
• industry

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- after-school and summer clubs/programs
- media

You will help move the NGSS forward in Kentucky by encouraging students, their families and all educators to participate in informal science learning opportunities. Students can develop much content knowledge and foundational understanding through engagement in science opportunities outside of the classroom that are meaningful. Now **is** the time to link students, parents and educators with informal education opportunities in Kentucky.

### Program Review Data Release

District assessment coordinators received Program Review scores in an e-mail Oct. 16 to be shared in districts and allow schools to review and report issues and concerns with data. KDE released a media brief Oct. 31 to announce the posting of Program Review scores in Open House. These scores may be viewed in "Other Data" on the Open House Web page, http://openhouse.education.ky.gov/. The briefing packet, found on the webpage as well, provides state, district and school data.

The Office of Assessment and Accountability is working to combine Program Review scores with Next-Generation Learners scores to set the new goal for the spring of 2014. For accountability, Program Reviews will be 23 percent of this goal while Next-Generation Learners components will account for the remaining 77 percent. Although schools may choose one Program Review to address "in-depth," it is important to note that schools must report ALL Program Reviews each year and should reflect current evidence, rationales and next steps. Program Review information for the 2013-2014 school year should be in ASSIST and approved by the district by June 1, 2014. Contact Todd Davis at todd.davis@education.ky.gov with any questions regarding Program Reviews.

## CIITS

### CIITS Leadership Custom Roles Now Available

Two new CIITS custom roles have been added to the Title drop-down selections on the District Assignments tab in Infinite Campus. The new roles are CIITS District Leadership and CIITS School Leadership. KDE created these roles for school-level assistant principals and district-level instructional supervisors and assistant superintendents to facilitate use of the Education Development Suite (EDS) for the Professional Growth and Effectiveness System (PGES). Do not assign these roles to principals or superintendents.

### 2012-13 ACT Scores Available in CIITS

2012-13 juniors' ACT scores are available in CIITS. To view standardized assessment scores for a student, search for the student, then click the Standardized Tests tab on the Student Profile. Use the Show Filters button to filter to the test you wish to view. To view standardized assessment reports for a district, follow this path: School & District Data Module > Preformatted Reports > Standardized Assessment Performance.

### CIITS Enhancements

Enhancements have been made to the Instructional Management System within CIITS. New features include:
- Assessment capabilities have been extended to more fully support complex performance-based tasks.
- Test authors can incorporate audio and video files into assessments as part of the assessment items, passages or answer choices for delivery to students through the online test tunnel.
- The student's test-taking toolbox has new tools, including a four-function calculator, scientific calculator, graphing calculator and formula sheet.
- The process that sends grades from CIITS to Infinite Campus has been enhanced. For enhancement details, please see the KSIS Notification sent to KSIS contacts Aug. 27. (KSIS Notifications are available on the KSIS Alerts and Notifications Web page for 60 days).

Version 15.2 became available the first week of November.

### Renaissance Learning Data Added to CIITS

KDE entered is partnering with Renaissance Learning to add interim assessment data to CIITS. Renaissance provides the data through an efficient direct data transfer to Schoolnet, our CIITS vendor. In accordance with the Family Educational Rights and Privacy Act (FERPA), districts that want their Renaissance Learning assessment data included in CIITS must provide authorization by completing this Data Disclosure Authorization form. Return the signed agreement to Maritta Horne, CIITS service lead.

## Next-Generation Professionals

### College- and Career-Readiness (CCR)

Kentucky continues to make great gains improving college- and career-readiness rates across the state. As staff continually strives to achieve state goals associated with the department's delivery targets, KDE is working diligently to provide professional learning opportunities, refine resources and build models of best practice for schools and districts.

Some current initiatives that pertain to the work of the CCR delivery plan include:

- IC interventions Tab: KDE has created a custom tab within Infinite Campus to record student intervention plans. Upon its availability in January 2014, all Kentucky schools will be required to record this intervention data for students who are in kindergarten through 12th grade. More information is provided in the Data Quality section of this newsletter.
- PtGT: A revised version of the Persistence to Graduation

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Tool (PtGT) was released in early September. The PtGT website resources are being revised to ensure alignment to these improvements to the tool.

- Arts Career Pathway: The Office of Career and Technical Education is collaborating with a task force of Arts and Humanities partners to begin formally creating an approved Arts Career Pathway. More information will be forthcoming regarding this work in the coming months. A target date for completion is summer 2014.
- Early graduation: At its October meeting, the KBE approved the regulation for Early Graduation (704 KAR 3:305). These changes to the minimum graduation requirements will allow a student to declare their intent to graduate early (within three years or less) by demonstrating the competency-based criteria outlined in the regulation. This will make the student eligible for a scholarship equal to half of the average amount the state gives districts in base funding per student. The student can use the scholarship at a Kentucky public two-year community and technical college or a Kentucky four-year public or non-profit independent institution accredited by the Southern Association of Colleges and schools. For more information, contact Kelly Clark at kelly.clark@education.ky.gov.
- Compulsory attendance: KDE continues providing support to the 133 districts that have adopted policies that will raise the compulsory school attendance age to 18 within their district. This will become mandated statewide in the 2015-16 academic year.

**Using Data to Close the Achievement Gap**

The *Using Data to Close the Achievement Gap* program in PD 360 outlines the practice of using multiple data sources to inform more equitable practices for student success in schools across the country. In these nine segments, Ruth S. Johnson, a professor of educational administration at California State University, Los Angeles, explains how educators can analyze a variety of data sources to reform practices and stimulate change that provides for the success of all students.

The program contains nine segments:

- *Using Data to Close the Achievement Gap*

Examining all types of data is essential in understanding and closing the achievement gaps that exist in schools. Johnson has focused on this topic throughout her career and has found that strategic data analysis is one of the most effective ways to address these achievement gaps. Once these gaps are identified, educators can begin to make effective changes that will forge new beliefs and practices in schools.

- *The Achievement Gap*
The purpose of studying data is to determine how students are performing and to identify and address the achievement gaps that exist between different groups of students according to race, gender, ethnicity and socioeconomic background. Equity practice is tied to providing high expectations and appropriate resources so that all students can achieve at the same level of rigor. Research suggests that successful schools have the following characteristics in common: high standards, accountability, highly qualified teachers, high classroom rigor, and continuous inquiry and monitoring of student performance data.

- *Building Dissatisfaction and Killing the Myth*
When educators actually study the data related to achievement gaps, they are able to make more-informed decisions about how to influence positive change in their schools. Many students have equally high aspirations but unequal chances to achieve them due to three significant factors: school culture, variations in rigor and teacher effectiveness. When schools establish equity goals, they are deliberate about setting targets that lead to equity and higher achievement among all students. Nightingale Middle School in Los Angeles is an example of implementing these practices.

- *Data in the Reform Process*
Data plays a critical role in a school's reform process. When educators effectively analyze data, they are able to create dialogue about equity and ascertain which groups are doing well, which groups need improvement and why. Using data also empowers teachers to influence and improve conditions in their own classrooms, as well as to monitor progress. By incorporating data into school reform, educators create a culture of inquiry that leads to

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greater awareness, solutions and outcomes for all involved.

- *Building Leadership and Data Teams*
This segment explores how building leadership and data teams are instrumental in closing achievement gaps in schools. These teams facilitate equity work and can include administrators, teachers, parents and even students who are proficient in the use of data. The leadership team's primary role is to train teachers to effectively use data to close achievement gaps and engage in action research to evaluate school reform efforts. These teams also shape the belief system needed to remodel the culture of their school. Principals can help foster a culture of risk-taking and innovation that helps educators follow through with change. Some schools in New York City provide examples of putting these efforts into practice.

- *Talking About Data*
Talking about data and its impact on equity is the first step in closing the achievement gap. Principals and leadership teams can foster a culture of dialogue that includes conversations about race, ethnicity and socioeconomic background. When examining quantitative data, it is important to identify problems, create hypotheses, test assumptions, and gather additional data. Qualitative approaches to gathering data include interviews and focus groups, observations, archives, documents, and journals and diaries.

- *Examining Outcomes*
As educators begin examining outcome data, they can significantly improve student achievement. Examining outcomes involves seeing the bigger picture of students graduating high school and college, as well as examining standardized test scores. It also involves monitoring student grades, course enrollment and overall progress. Public School 102 in East Harlem, N.Y., demonstrates how educators used outcome data and a strong sense of collaboration to increase student performance levels.

- *Examine All Aspects of School*
Schools extend the use of data's reach in closing achievement gaps by assessing policies, practices, programs, interventions and school culture. Educators can use a wide range of data resources, including existing school documents, classroom practices, observations, and feedback from students and teachers. The math department at Blair High School in Pasadena, Calif., outlines its efforts in closing achievement gaps. Teachers increased student success by changing course scope and sequence, aligning the curriculum, creating common assessments, increasing teacher input on the master schedule and having regular team reflection.

- *Will We Know It When We See It*
As educators become effective users of data, they can foster school improvement by incorporating four important principles: visioning, planning, implementing and monitoring. With determination and a will to succeed, educators can improve equity and help all children learn in this global society.

## *PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM (PGES)*

## Principal Professional Growth and Effectiveness System

### Superintendent Observations and Site Visits

Superintendents are encouraged to conduct site visits to each school participating in Professional Growth and Effectiveness System (PGES) statewide pilot. Suggested guiding questions for superintendents are included on the *Observation/Site Visit Form* in the *Kentucky Pilot Principal Handbook* on the Principal Professional Growth and Effectiveness System (PPGES) [Web page](). Following the site visit, superintendents should provide the principal timely and specific feedback. Superintendents should conduct at least two observations/site visits for at least one hour each. The first observation should occur prior to the principal's mid-year review.

### ValEd 360

Districts are completing the Val-Ed 360 Survey for Principals. Survey feedback will be available online once half of the anticipated participants have completed the survey for a specific principal. Continue to check the results until your window closes. Results are updated following each completed survey.

## Teacher Professional Growth and Effectiveness System

### Self-Reflection

Self-reflection is a process by which teachers assess the effectiveness of their instructional planning, lesson implementation, content knowledge, beliefs and dispositions for the purpose of self-improvement. Within the PGES system, teachers will have the opportunity to formally capture snapshots of their reflective practices and growth throughout the year. The [Completing Self-Reflection]() quick reference card (QRC) provides step-by-step directions for completing self-reflections.

### Completing Observations in CIITS

Principals and peer observers should use the tools and resources within CIITS/EDS to plan and communicate with teachers regarding observations. Observers record and align evidence to the Framework for Teaching within the Educator Development Suite (EDS). Access to observation

# PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM (PGES)

notes, results and reports within EDS are accessible by both the observer and/or the observed, depending on the status of the observation. The Monitoring District Observation Progress QRC provides step-by-step directions to run this report. Additional resources for implementing PGES are available through CIITS PGES Training Opportunities. Peer observers are reminded to leave the status of the observation with the teacher in DRAFT form to maintain confidentiality and ensure the information is not included within the principal's evaluative data.

### PGES Statewide Pilot Implementation Survey

PGES pilot implementation participants are encouraged to participate in the PGES Pilot Feedback survey Nov. 13-22. The survey will be used to gauge participants' perception of the training and pilot implementation of the PGES. Bart Ligouri, a research analyst with the Commissioner's Delivery Unit at the Kentucky Department of Education, will analyze responses regarding teachers' and principals'

experiences during the statewide PGES pilot. Participants will receive an e-mail with a link to the survey. All responses are anonymous.

### Prepare now for Student Voice Survey

In March 2014, the Professional Growth and Effectiveness System statewide pilot will collect student feedback on specific aspects of the classroom experience. Districts will use Infinite Campus (IC) Portal to conduct this Student Voice survey.

All districts must ensure their IC Portal is activated and every student who will be surveyed has an active IC Portal. Students should log in to IC Portal to test the setup of their accounts prior to Feb. 14, 2014. Documentation on enabling IC Portal and creating accounts is available at KDE's Student Voice Survey Web page as well as the Campus Knowledge Base. Please contact Infinite Campus Support at (888) 461-2004 if you need assistance with enabling the IC Portal or creating IC Portal accounts.

# ASSESSMENT AND ACCOUNTABILITY

### KYOTE Writing Exam Certification Training

The Council on Postsecondary Education (CPE) is hosting a certification course for educators to be able to score the KYOTE Writing Exam. To administer the KYOTE Writing Exam, the high school must have certified scorers willing to score KYOTE Writing Exams from schools in different districts. For this exam, two teachers score student essays. Teachers do not score exams from their school but are responsible for scoring exams from other schools.

To have teachers trained on using the writing rubric and certified to score the exam by the end of the fall semester, CPE will host **three** training sessions Nov. 14. Pam Petty from Western Kentucky University will conduct the training sessions beginning at 8:30 a.m., 10:30 a.m. and 1 p.m. EST at the Council on Postsecondary Education, Room A, in Frankfort. Directions to the training can be found at http://cpe.ky.gov/about/directions.htm.

Each training session will last approximately two hours and includes the option for teachers to take the certification exam to become a certified scorer. To register, **school administrators must e-mail** sue.cain@ky.gov the following

information**: participant name, school, e-mail address and each participant's top two preferences for training times.** Each session is limited to 15 participants.

CPE will fund substitute teacher pay for up to two teachers per school. Additional expenses incurred are the responsibility of the participant, school or district.

Another one-day training will be held in spring 2014.

### Infinite Campus (IC) Update for Schools Testing in February

ACT Inc. and KDE have established a schedule for the second round of student record updates in the ACT Quality-Core online system, Vantage. ACT expects this effort will be completed by Dec. 9.

This effort will ensure that all appropriate student records are created/updated prior to deadlines for the end-of-course test window that begins in early February.

To ensure student records are correctly created or updated in Vantage, it is important that student demographic information is updated in Infinite Campus no later than **Nov. 12.** If you have questions, please contact ACT Customer Services at (866) 764-7228.

## Data Quality

### Interventions Custom Tab in Infinite Campus

Beginning in January 2014, schools will be required to enter information on intervention plans for students into Infinite Campus. The new Intervention Tab, a custom tab developed by KDE, will collect intervention data for students in kindergarten through 12th grade. The Intervention Tab will collect data on the nature of interventions that students are receiving and the outcomes of those interventions. The data in this tab includes: whether the intervention is provided as a full course or is provided during a

more flexible intervention time, the intervention being used (e.g., a particular transitional curriculum, a vendor product, a teacher-designed intervention lesson), the duration of the intervention (e.g., daily, bi-weekly) and the number of hours the student received the intervention. Training will be forthcoming to aid schools as they prepare for using this tab within Infinite Campus.

Both the College- and Career-Readiness Delivery Plan and the Proficiency Delivery Plan emphasize a system of interventions for schools to best meet the needs of all students. Targeted Transitional Interventions, for grades 8-12,

are designed to help students meet college-readiness standards. Appropriately planned transitional interventions will help more students reach college-readiness benchmarks, increasing CCR rates. 704 KAR 3:305 outlines requirements for transitional courses/interventions for all students who do not meet statewide college-readiness benchmarks. KRS 158.6459 outlines legislative requirements for Educational Planning and Assessment System (EPAS)- related interventions.

The Kentucky System of Interventions (KSI)/ Response to Interventions (RtI), for P-12, are designed to address the ac-ademic and behavioral needs of all students. Well-designed, appropriately delivered intervention services will help more students meet proficiency goals initially and college- and career- readiness benchmarks in the long haul.

Intervention requirements for K-3 are defined in KRS 158.305 and 703 KAR 3:095.

Intervention requirements for grades 3-8 are defined in KRS 158.6453.

Questions on the Intervention Tab design can be directed to April Pieper at april.pieper@education.ky.gov or Nick Easter at nick.easter@education.ky.gov.

## Physical Restraint and Seclusion

704 KAR 7:160, The Use of Physical Restraint and Seclusion requires documentation of each use of physical restraint or seclusion be maintained in the student's education record and requires the district to report data in the student information system. Students who have behavior resolutions of SSP7: Physical Restraint or SSP8: Seclusion also must have data completed on the Restraint and Seclusion custom tab. The Restraint and Seclusion custom tab contains the regulatory requirements; therefore, completion of the tab ensures compliance for the data reporting sections of the regulation.

When a student transfers from one district to another, the Restraint and Seclusion PDF report must be generated and provided **manually** to the receiving district. The data from the custom tab does **not** transfer via the Infinite Campus Student Records Transfer process.

NOTE: If the student is a special education student, the PDF document can be uploaded to the special education documents tab and the document will transfer via Infinite Campus Student Records Transfer process.

Instructions detailing user security, data requirements and generating the report can be found on the KDE Safe School Data Collection website.

For additional information, please contact Gretta Hylton or Windy Newton.

# RESOURCES

**Global Competence**

NEA has published a policy brief titled *Global Competence Is a 21st Century Imperative.* It is available at NEA Global Competence.

**iPad App available now**

WIDA now offers an iPad app for educators of the WIDA ELD standards. The WIDA standards app contains the content found in the paper version of the *2012 Amplification of the English Language Development Standards*. Users also will also find a description of how to use and understand the WIDA standards and a description of the Features of Academic Language in the WIDA standards. The app requires iOS 6.0 or later. Additional information with iPad screenshots can be found at https://itunes.apple.com/us/app/wida-eld-standards/id698959900?mt=8.

**Understanding Autism: A Guide for Secondary School Teachers**

*Understanding Autism: A Guide for Secondary School Teachers* from the Frank Porter Graham Child Development Institute (FPG) and the Organizatio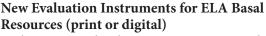n for Autism Research (OAR) can be accessed at http://fpg.unc.edu/news/researchers-help-teachers-facing-spike-student-autism-rate.

**Hidden Resources at Your Fingertips: How to Uncover Rich, Free Text Collections on Any Topic at Any Level**

*Hidden Resources at Your Fingertips: How to Uncover Rich, Free Text Collections on Any Topic at Any Level* is a MetaMetrics recorded Webinar on YouTube or Speaker Deck.

Presenters are Meredith Liben, Director of the Literacy and English/language arts team at Student Achievement Partners and Kathy Mansfield, library media/textbooks consultant, Kentucky Department of Education.

**New Evaluation Instruments for ELA Basal Resources (print or digital)**

The State Textbook Commission approved new tools for evaluating basal resources for English/language arts and literacy at its September meeting. Since a State Multiple List is not available for Adoption Group 1: Language Arts, Reading and Literature, any basal resource purchased by a school or district must go through the Off-List Notification process. Contact your district textbook coordinator for information and support in selecting and purchasing print or digital textbook

# RESOURCES

resources for language arts, reading and literature. Links to the new evaluation instruments are below.

Adoption Group I:

Language Arts, Reading and Literature

[Language Arts, Reading and Literature (K-2) – Word](#)
[Language Arts, Reading and Literature (K-2) – PDF](#)
[Language Arts, Reading and Literature (3-12) – Word](#)
[Language Arts, Reading and Literature (3-12) – PDF](#)

KRS 156.445(1) states that "No textbook or program shall be used in any public school in Kentucky as a basal* title unless it has been recommended and listed on the state multiple list by the State Textbook Commission **or** unless a school and district has met the notification requirements under subsection (2) of this section . . ." which indicates that "a school council, or if none exists, the principal, may notify, through the superintendent, the State Textbook Commission that it plans to adopt a basal textbook or program that is not on the recommended list, by submitting evidence that the title it has chosen meets the selection criteria of the State Textbook Commission, . . . the subject specific criteria of the textbook reviewers . . . and complies with the required publisher specifications."

* Basal: one that serves as the primary means of instruction in a content area for a grade level or course.

For additional information about the textbook adoption process, please contact Kathy Mansfield, library media/textbooks consultant, at [kathy.mansfield@education.ky.gov](mailto:kathy.mansfield@education.ky.gov) or visit the "Textbooks" section of the KDE website at [http://education.ky.gov/curriculum/books/Pages/default.aspx](http://education.ky.gov/curriculum/books/Pages/default.aspx).

## CCSSO Navigating Text Complexity

Understanding text complexity is essential to implementing the Common Core State Standards in ELA and Literacy. But what makes a text complex and how will it help prepare my students for college and career? What tools can I use to select rich, worthy texts for instruction in my classroom? How can analyzing the qualitative characteristics of a text inform my instruction of a text?

Educators from 12 states came together to create a collection of online [tools to navigate text complexity and text selection](#), which includes:

- text complexity roadmaps (comprehensive text analyses)
- model text sets for units of instruction
- support tools for analyzing your own texts and building your own text sets
- text-dependent question resources
- text roadmaps in the classroom – two sample lesson videos

[Visit these resources](#), then work with educators across the country to analyze texts, build text sets and generate rich text-dependent questions by [joining the interactive Edmodo group](#).

## Career Readiness Assessment Across the Nation

The Center on Education Policy (CEP) recently released a report exploring state efforts to measure career-readiness. The report, *[Career Readiness Assessment Across States: A Summary of Survey Findings](#)*, is based on a survey of career and technical education officials in 45 states and the District of Columbia.

The report examines state definitions of career-readiness, the assessments used, and challenges that states face. The summary report, four related reports containing more detailed information on state efforts to measure career-readiness, and profiles of the major career and technical assessments are all available on the CEP website ([www.cep-dc.org](http://www.cep-dc.org)) and can be downloaded for free.

## Common Core Implementation

A new item on the CEP website is the last in our series of reports on state implementation of the Common Core State Standards. The final report, *[Year 3 of Implementing the Common Core State Standards: Transitioning to CCSS-aligned Curriculum and Assessments for Students with Disabilities](#)*, looks at state efforts to prepare students with disabilities for the Common Core. Also posted on the website are two podcasts of recent RadioWest segments where CEP staff were guests.

## VIF International Education Webinars

Use the link below to access a set of webinars regarding global integration and world language.

[http://www.viflearn.com/?mkt_tok=3RkMMJWWfF9wsRonvqvBZKXonjHpfsX56uwtWqa1lMI%2F0ER3fOvrPUfGjI4ASsZrI%2BSLDwEYGJlv6SgFT7nHMa52wLgOWRY%3D](http://www.viflearn.com/)

# ANNOUNCEMENTS

## Get your Digital Driver's License

Digital citizenship education empowers students to make thoughtful decisions and develop a sound digital foundation for the rest of their lives. It's a holistic and positive approach to helping students learn how to be safe and secure, as well as smart and effective, participants in a digital world. That means helping them understand their rights and responsibilities, recognize the benefits and risks, and realize the personal and ethical implications of their actions. Helping a student become a good digital citizen cuts across all curricular disciplines. See more at [www.ciconline.org/digitalcitizenshipweek#sthash.59chNsWp.dpuf](http://www.ciconline.org/digitalcitizenshipweek#sthash.59chNsWp.dpuf).

A tool to encourage digital citizenship is a digital driver's license. [Digital Driver's License](#), a University of Kentucky program, promotes acceptable use policies and encourages responsible behaviors online.

Please encourage staff and students in your district to get their digital driver's license.

## Minority Superintendent Internship Program

The Office of Next-Generation Professionals, Diversification and Equity Branch, will begin taking applications Dec. 1 for the 2014 Minority Superintendent Internship Program (MSIP). The application will be posted at the following link on Dec. 1: MSIP 2014 application. The application is due Jan. 30, 2014. The MSIP provides underrepresented members of ethnic minority groups with hands-on experiences as district leaders over a two-year program. This non-traditional leadership development program recognizes the necessity for a pool of diverse individuals prepared to successfully meet the academic and fiscal challenges of accountability in our schools.

Informational sessions about the MSIP will be held in November and December at the following locations:
- Nov. 7 – Bowling Green Independent – Board of Education (1211 Center St., Bowling Green) – 5-7 p.m. CST
- Nov. 18 – Fayette County – Board of Education (701 E. Main St., Lexington) – 5-7 p.m. EST
- Nov. 21 – Covington Independent – Board of Education (25 E. 7th St., Covington) 4-6 p.m. EST
- Dec. 3 – Paducah Independent – Board of Education (800 Caldwell St., Paducah) 5-7 p.m. CST
- Dec. 4 – Christian County – Board of Education (200 Glass Ave., Hopkinsville) 5-7 p.m. CST

For more information, contact Audrey Proctor at (502) 564-1479 or audrey.proctor@education.ky.gov.

## Promoting Positive Behavior in Schools

Kentucky Education Television (KET) celebrated the success of Promoting Positive Behavior in Schools, the KDE-provided, web-based option for training all school personnel as required by Section 6 (1) of 704 KAR 7:160, The Use of Physical Restraint and Seclusion in Public Schools. Staff from KDE and the Public Broadcasting System (PBS) attended the celebration to learn that as of Oct. 7, 50,000 certificates of completion had been issued.

The results from the participant survey revealed positive feedback:
- 84 percent said the course was excellent or very good
- 97 percent believe that the course will make them more effective in helping to prevent problem behaviors
- 99 percent said that the course improved their understanding of the role they play in maintaining a positive climate in their school

## Youth Risk Behavior Survey Results

Overall, Kentucky middle and high school students are eating healthier foods and making safer choices based on data from the 2013 Kentucky Youth Risk Behavior Survey (YRBS). The YRBS monitors behaviors among youth and young adults that can have an impact on their health, including alcohol and drug use, injury and violence (such as seat belt usage and suicide), nutrition, physical activity, sexual behaviors, and tobacco use.

These behaviors also are correlated to student academic achievement based on the grades students report that they normally receive.

KDE in partnership with the Family Resource and Youth Service Centers administered the survey in spring 2013. Students were selected to participate in the survey from randomly chosen middle and high schools throughout the state. The surveys were voluntary and anonymous, and every student had the right to refuse to answer any or all questions. Individual district, school or student data is not reported.

The YRBS data and academic achievement reports are available on the KDE website at http://education.ky.gov/curriculum/CSH/Pages/Youth-Risk-Behavior-Surveillance-System-(YRBS).aspx. If you would like to know more about the YRBS data, contact Stephanie Bunge at stephanie.bunge@education.ky.gov.

# Upcoming Events

## Kentucky ACT State Organization 2013
## Annual Conference

The Kentucky ACT State Organization is pleased to announce the 2013 annual conference designed to inform, educate and inspire Kentucky's educators. Don't miss this opportunity to learn about Kentucky's key education strategies, colleagues' best practices and ACT's latest research, programs and services that will help you address common concerns and meet common goals.

Title: Measure Results: Celebrate Success; Support Improvement

Sessions: See *2013 Kentucky ACT Summit – Sessions* for descriptions

Registration: Available online at www.regonline.com/KY2013

Date: Friday, Nov. 22, 2013

Time: 7:30 a.m. to 8:30 a.m. EST Onsite check-in/registration and continental breakfast

8:30 a.m. Program begins

Site: Marriott Louisville East, Louisville

Cost: $50.00 per person. Conference registration includes a light breakfast, lunch, refreshments, and session materials

Lodging: Marriott Louisville East – 1903 Embassy Square Blvd., Louisville, KY 40299

For more information, contact Sue Kirchner at sue.kirchner@act.org.

## International Education Week begins Nov. 12

What better way to prepare for the World Language Program Review, especially if your school doesn't yet offer world language learning opportunities, than starting to internationalize your school. Here are some tips resources to help you:
- Host a school walk and ask: What do I see that is clearly

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international? Where is there an opportunity to infuse something international?

- Familiarize yourself with resources in your community.
- Establish an international relationship.
- Celebrate your English language learners by asking them to regularly make a morning announcement in their native language or having them put up translations next to signs that are posted in English.
- Display books written in other languages alongside books written in English in the school library.
- Work with the SBDM council to create a policy for recognizing students' study abroad, welcoming foreign exchange students, hiring Fulbright scholars or foreign teachers, or awarding a Global Scholars diploma.
- Start to infuse the curriculum with lessons or projects that are globally connected.

Other resources to consider are:
- VIF International Education: www.vifprogram.com/index.php
- Connect All Schools: www.connectallschools.org/node/132295
- The Globe Program: http://globe.gov/
- Educating for Global Competence: http://asiasociety.org/files/book-globalcompetence.pdf
- Asia Society: http://asiasociety.org/education
- International Education Programs Service: http://www2.ed.gov/about/offices/list/ope/iegps/resources-k12.html
- Edutopia, resources to help your class go global: www.edutopia.org/global-tips
- Epals: www.epals.com/

For more information, contact Jacqueline Van Houten at jacqueline.vanhouten@education.ky.gov.